

2004-2005 No Child Left Behind - Blue Ribbon Schools Program
U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mrs. Barbara Patten
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Hollow Hills Fundamental School
(As it should appear in the official records)

School Mailing Address 828 Gibson Avenue
(If address is P.O. Box, also include street address)

<u>Simi Valley</u>	<u>CA</u>	<u>93065-5665</u>
City	State	Zip Code+4 (9 digits total)

County Ventura School Code Number* 56 72603 6055701

Telephone (805) 520-6720 Fax (805) 520-6106

Website/URL www.hollowhills.simi.k12.ca.us E-mail bpatten@simi.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Kathryn Scroggin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Simi Valley Unified School District Tel. (805) 520-6500

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Janice DiFatta
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| <u>21</u> | Elementary schools |
| <u>3</u> | Middle schools |
| <u>0</u> | Junior high schools |
| <u>3</u> | High schools |
| <u>2</u> | Other * |
| <u>30</u> | TOTAL |

2. District Per Pupil Expenditure: \$6,188
- Average State Per Pupil Expenditure: \$6,822

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☒ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

4. 5 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0		7			
K	50	47	97	8			
1	51	47	98	9			
2	52	45	97	10			
3	49	50	99	11			
4	49	50	99	12			
5	40	59	99	Other			
6	40	45	85				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							674

* Monte Vista Independent Study Program (for grades K-12) and Apollo Continuation High School

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>81</u> | % White |
| <u>1</u> | % Black or African American |
| <u>9</u> | % Hispanic or Latino |
| <u>8</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 3 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	18
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	18
(4)	Total number of students in the school as of October 1	687
(5)	Subtotal in row (3) divided by total in row (4)	.03
(6)	Amount in row (5) multiplied by 100	3%

8. Limited English Proficient students in the school: 2%
14 Total Number Limited English Proficient
 Number of languages represented: 6
 Specify languages: Spanish, Vietnamese, Tagalog, Mandarin, Urdu, Chinese

9. Students eligible for free/reduced-priced meals: 5%
 Total number students who qualify: 35

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 3%
20 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>28</u>	<u>2</u>
Special resource teachers/specialists	<u>0</u>	<u> </u>
Paraprofessionals	<u>0</u>	<u> </u>
Support staff	<u>4</u>	<u>14</u>
Total number	<u>33</u>	<u>16</u>

12. Average school student-“classroom teacher” ratio: K - 3rd: 20 to 1 4th - 6th: 31 to 1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97 %	97 %	97 %	97 %	98 %
Daily teacher attendance	96 %	98 %	96 %	* %	* %
Teacher turnover rate	10 %	10 %	17 %	3 %	3 %
Student dropout rate (middle/high)	N/A %	N/A %	N/A %	N/A %	N/A %
Student drop-off rate (high school)	N/A %	N/A %	N/A %	N/A %	N/A %

* Data Not Available

PART III -- SCHOOL SUMMARY

Hollow Hills Fundamental School

Hollow Hills Fundamental School is one of twenty-one elementary schools in the Simi Valley Unified School District located in Ventura County, California. It was established as an *alternative magnet school* in 1982. The mission of the school is to develop academic skills and student responsibility in a structured and consistent learning environment that is dedicated to academic excellence. The curricular focus is on *student understanding* and *mastery* of grade level content standards across the curriculum. Traditional American values such as personal responsibility, patriotism, diligence, courtesy, respect for authority, punctuality and respect for the law are also emphasized.

The school motto is "Together We Make a Difference." The school mission and its twelve operational goals, as well as student, parent and faculty expectations are all clearly defined in the "Commitment to Excellence" compact. This document is reviewed and signed by all stakeholders each year. In *choosing* Hollow Hills, parents become true partners in the educational process and are involved in their child's education on a daily basis. Not only do they commit to attending school functions such as Back to School Night, Parent Teacher Conferences, and Open House, but they also monitor their student's homework and progress daily. The school motto is also reflected in the many PTA sponsored events and programs, community involvement, staff teamwork and the high level of commitment on the part of the students, parents and staff.

All 675 students in grades kindergarten through six are provided a balanced, comprehensive, standards-aligned core curriculum in language arts, math, science, history/social science, and physical education. Students participate in a wide variety of effective learning experiences, and student achievement is monitored throughout the year with formal and informal assessment strategies. The dedicated PTA and parent volunteers enrich the academic curriculum with programs such as Great Works of Art, motor skills, library, ceramics, and computer lab.

The high expectations for positive behavior allow teachers to focus on teaching the standards without losing valuable instructional time dealing with behavioral issues. Students are monitored closely and held responsible for their conduct. School and classroom rules, which are developed by the students and staff, are communicated to parents through various venues.

The school is a popular alternative in the Simi Valley community and kindergarten enrollment is determined based on a lottery system that is open to all residents of the school district regardless of ethnicity, race, creed, or ability. This lottery list becomes the beginning of the waiting lists for grades one through six. There are presently long waiting lists at most grade levels.

Hollow Hills was recognized as a California Distinguished School in 1998 and again in 2004. The National Blue Ribbon School designation was awarded in 1999. The tradition of excellence has continued throughout recent years as our commitment to standards based education, emphasis on traditional values, exemplary parent involvement, and the dedication of the staff have resulted in high student achievement and performance. This is reflected in our API score of 881 as well as district and teacher performance assessments. Although our students consistently exhibit high achievement, the school community enthusiastically embraces continuous school improvement. The current improvement goals in the state funded Single Plan for Student Achievement relate to reading comprehension, student writing and physical education. Together we continue to work toward providing the best possible education and making a difference for our students.

PART IV -- INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

The state of California has always had an accountability system. In 1998 California changed from a state assessment to the Standardized Testing and Reporting System (STAR). It began with the testing of all students in grades 2 through 11 on the Stanford Achievement Test 9th Edition (SAT/9). {The SAT/9 was replaced in 2003 with the California Achievement Test 6th Edition (CAT/6).} Both tests are nationally normed multiple choice assessments designed to measure student proficiency in reading, language, mathematics at all grade levels and spelling in grades 2 through 8. Student scores represent their achievement as compared to students at the same grade level being tested at the same point in the school year.

Additional assessments titled the California Standards Test were added to the STAR system in 2001 to measure student achievement on the California academic content standards. Students are tested in the following areas: language arts (grades 2-11), mathematics (grades 2-11), writing (grades 4 and 7), and science (grade 5). Student scores are reported in five categories: advanced, proficient, basic, below basic and far below basic. Students are expected to score at the proficient level or above to meet state standards.

Assessment results statewide are measured and compared utilizing the California Academic Index (API). This numeric index ranges from a low of 200 to a high of 1000 points. It is calculated to measure student achievement and yearly growth. Scores and growth targets are calculated overall and for eight individual subgroups. The statewide API target for all schools is 800.

The California Standards Test has gradually become the most significant measure of student achievement and is highly weighted in the API calculation. Beginning in 2005, the CAT6 will only be administered to grades 3, 7, and 11. All grades 2 through 11 will continue to take the California Standards Test. The data reported later in this application will be from the California Standards Test and can be verified on the California Department of Education website at (<http://star.cde.ca.gov>) or (<http://data1.cde.ca.gov/dataquest>).

Hollow Hills has achieved API scores of over 800 since the inception of the reporting program. Although state growth targets for schools over 800 are to maintain current levels of achievement, we always strive for an improved score and have been successful over the past two years with a gain of 28 points in 2003 (API 878) and 3 points in 2004 (API 881).

Since the beginning of the STAR program our students have scored above state averages on the normed reference tests (SAT/9 and CAT/6). In 2004, 71 % of our students scored above the 50th percentile on the CAT/6 test in reading as compared to 43% statewide. In mathematics 78% of our students scored above the 50th percentile compared to the overall state figure of 51%.

Student achievement on the California Standards Test has been equally successful. The percent of students meeting or exceeding state standards in language arts in 2004 was 69% as compared to 36% statewide. Additionally, 74% of our students were at the proficient or advanced level in mathematics as compared to 34% across the state. Science scores reflected 62% of our students meeting or exceeding state standards compared to the statewide achievement of 25%.

Student achievement data at Hollow Hills Fundamental School has been consistently high among our three major subgroups – White, Asian and Hispanic/Latino. Continuous school improvement efforts are focused on individual student learning as our highest priority.

2. Use of Assessment Results

Each school year begins with a staff development day designed to review and analyze district and state assessment data at each site. District assessment data is available for reading,

writing and math. STAR data reflects student achievement on the CAT/6 and the California Standards Test. The overall data is reviewed schoolwide, longitudinally and by grade level to identify trends. Grade level specific data is analyzed by grade level teams with a review of achievement from both the previous and current year's students. During this process teachers share and articulate assessment information across grade levels. The results of this analysis serve as the springboard for long range planning in language arts and mathematics, and the basis for the formal school improvement goals for the Hollow Hills Single Plan for Student Achievement. Identified academic focus areas for the 2004-05 school year are reading comprehension and writing across the grade levels.

In addition to formalized testing practices, each grade level has identified benchmark assessments to be used on an ongoing basis throughout the school year to monitor student progress in the areas of reading, writing and math. District developed assessment software is available to track and analyze this data. Authentic assessment is also evident on a daily basis through such techniques as anecdotal records, reading "running records," teacher observations, and the application of learned skills through performance based "hands on projects." Teachers meet weekly in grade level teams to review student achievement and plan for instruction.

3. Communication of Student Progress and Performance

Student progress and expectations are communicated in a variety of ways. Report cards are developmental and standards-based in grades K through 2. Letter grades are assigned to curricular areas in grades 3 through 6 based on progress toward the standards. The areas of social, emotional and physical development are addressed in all report cards grades K through 6.

Students are provided feedback on their achievement and performance on a daily basis through student-teacher interactions, group work, peer assessment, assignment feedback, etc. As they move up through the grades they increasingly participate in self-assessment utilizing such tools as rubrics, portfolios, and assignment requirement checklists.

Parent-teacher conferences are scheduled in November and March to provide two-way communication on student progress. Goals and strategies are established for improving and/or sustaining student achievement. Between formal conferences, communication with the parents is ongoing through informal meetings, phone calls, weekly notes and/or progress reports. Parents are required to sign the homework for students in kindergarten through third grade. Third and fourth grade student progress is reported in a weekly "take home" folder that includes work samples, and teacher comments on citizenship and academic progress. Weekly "progress reports" that also include student work and citizenship data are sent home with fifth and sixth grade students. Parent signatures and notes on these documents facilitate two-way communication. All grade levels utilize parent letters from the math and language arts series that describe what concepts and skills the students are learning.

Parents receive individual student results of the STAR tests, which include the California Standards tests and the nationally normed CAT 6 (California Achievement Test), via U.S. Mail. This printout includes a comprehensive explanation and analysis of the scores as they relate to the state standards. School and district scores are published in the local newspapers, on websites and in the annual School Accountability Report Card. In addition, school results on state and district tests are presented and explained at PTA meetings, School Site Council Meetings, and televised Simi Valley Unified School District Board Meetings.

4. Sharing Ideas and Procedures

Informal sharing of procedures and practices is ongoing and varied. Hollow Hills teachers participate in a variety of district provided staff development activities designed to promote articulation and professional collaboration between schools and grade levels. Principals meet three times per month and the district "Leadership Team" which consists of all

administrative personnel meets four times per year. A major focus for both groups is to participate in problem solving and professional collaboration. All of these venues provide opportunities to share our successes within the district.

Professional articulation extends to other districts and teacher preparation programs as well. We have opened our doors to visiting teams from neighboring districts that are interested in learning about and observing the fundamental program. We welcome the opportunity to mentor prospective teachers and student teachers from local colleges and universities. Participation in the Distinguished School Program has enabled us to collaborate with teachers and administrators from a wide range of schools across the county and state. In addition, our web site provides an overview of the school, its programs and ongoing activities.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

It is inherent to the fundamental philosophy of Hollow Hills (rigorous development of each student's academic skills within a warm and caring atmosphere) that we provide a balanced, comprehensive, standards-aligned core curriculum to all students. The focus is on student understanding and mastery of grade level standards. Teachers design and implement a balanced curriculum in language arts, math, science, history/social science and physical education.

Literacy for all students is a major goal at Hollow Hills. We provide a comprehensive literacy program that includes reading, writing, speaking and listening. **Language arts** standards are aligned to the Houghton Mifflin Reading Program (California Edition) in grades K through 5. The McDougal Litell Literature Program is used in 6th grade to correlate with the curriculum taught at the middle schools. Both series offer a developmentally appropriate spiraling program in which students develop reading decoding and comprehension strategies. Additional components of the programs include writing conventions, grammar, spelling and the development of higher level thinking skills.

The **mathematics** curriculum is based on the state content standards and district developed power standards (major concepts at each grade level). Teaching/learning materials include the Harcourt Mathematics series, Math Their Way activities and various supplemental, hands-on units designed to enhance understanding.

History/social science standards are taught utilizing the Houghton Mifflin series and thematic instruction designed to connect concepts in meaningful ways. These include opportunities to make real world connections through historical field trips, learning about national holidays, Women in History presentations, authentic reenactments of historical events, weekly current event magazines and research reports.

The California **science** standards are taught utilizing the Houghton Mifflin Discovery Works materials at grades K through 5 and the Holt Earth Science series in grade 6. At the primary grades language arts/science connections are also provided in the Houghton Mifflin reading program. A science teacher provides instruction relating to the physical, earth, and life science standards to 4th through 6th grade students. Students at all grade levels are provided engaging hands-on opportunities to investigate and construct an understanding of the science concepts taught.

Hollow Hills has a comprehensive **physical education** program that meets state mandates at all grade levels. There is a physical education specialist funded through the School Improvement Program who provides instruction for 2nd through 6th grade classes based on the state and district standards with an emphasis on individual fitness and health. Classroom teachers reinforce the concepts and skills introduced by the specialist. The focus in K-2nd grade is on developmental physical skills. In addition to teacher directed physical education lessons, parents and teachers provide a motor skills program to kindergarten and 1st grade students.

Parent volunteerism contributes greatly to the curriculum at Hollow Hills. Parents volunteer in the **library** and the **computer lab** under the direction and coordination of part-time specialists. Student opportunities in the arts are provided through a **chorus** program and a **Great Works of Art** program that are funded, organized and implemented through the Hollow Hills PTA. Additionally, the PTA sponsors a number of educational assemblies across the curricular areas.

2. Reading Curriculum

A comprehensive district-wide process was utilized to sample, evaluate and select the reading program. Teachers representing all grade levels across the district piloted programs from the state approved lists and made recommendations to the district language arts committee. The Houghton Mifflin (K-5) and McDougal Litell (6) materials were selected based on their alignment to the California state content standards and their integration of the most recent research in reading instruction. This is the first year of implementation.

These programs offer a comprehensive, developmentally appropriate approach to reading that emphasizes phonemic awareness, phonics, fluency, vocabulary and comprehension skills and strategies. Skills and strategies are reinforced and spiraled throughout the program providing ongoing reinforcement and cumulative difficulty. Implementation includes whole and small group activities that provide differentiated instruction to meet the needs of all students i.e. struggling readers, gifted students, and English Language Learners.

Instructional time for reading and language arts is a priority. Minimum daily time allotments for reading are as follows: Kindergarten – 1 hr. – 1st through 3rd grade – 2.5 hours, and 4th through 6th grade -- 2 hours. The first two hours in the morning are set aside for uninterrupted language arts instruction. Students performing two or more years below grade level are provided additional instruction using specialized materials designed to address their deficiencies. These include: Soar to Success for comprehension, Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS) for decoding and Paths to Achieving Literacy Success (PALS) for fluency.

Ongoing formative and summative assessments are provided to monitor student progress. In addition, teachers utilize a variety of informal methods to assess student learning on a daily basis.

Motivating students to read independently is also an integral component of the reading curriculum. Each day teachers read aloud to their students from a variety of genres and provide a block of time for Sustained Silent Reading. The Accelerated Reader Program is used in 1st through 6th grade to promote independent reading and a school wide Read-A-Thon is conducted annually.

3. Math Curriculum

Our mission is to provide meaningful instruction on the state standards and district developed power standards for understanding and mastery. The mathematical strands of number sense, algebra and functions, geometry and measurement, statistics and probability, and mathematical reasoning are spiraled throughout the grade levels. Materials to support the curriculum include a variety of manipulatives, the Harcourt math series, Math Their Way activities and various enhancement units. Primary and intermediate math coaches are available on site to assist teachers with effective instructional strategies. (See part 5)

Problem solving data in math assessments led us to a focus on math communication to increase student understanding. This emphasis is based on Marilyn Burns' philosophy that speaking and writing about mathematical thinking develops, cements and extends understanding. Students at all grade levels K through 6 are routinely asked to orally share their strategies for solving problems. As students move up through the grade levels increasing

emphasis is placed on their ability to write about and/or visually represent their mathematical thinking and problem solving strategies. As the result of this focus, Hollow Hills has realized significant gains on the California Standards Test in mathematics over the past three years.

Student progress is monitored through unit tests from the Harcourt program, district summative tests, teacher-made tests, teacher observations and daily performance. Additional practice is provided through a variety of computer programs available on the school network for use in the classroom and/or computer lab.

4. Instructional Methods

Instructional practices are based on current educational research from sources such as: Putting Reading First, Elementary Makes the Grade, Schmoker's Results, Grant Wiggins' Understanding by Design, Pickering's Classroom Instruction That Works, and Marilyn Burns' strategies for mathematical understanding.

A walk through the classrooms would reveal a balance of whole-group, teacher-directed activities and a variety of other strategies designed to meet the needs of all students. These would include multi-modality lessons; cooperative learning groups; pair sharing; one on one reinforcement, small group instruction for increased participation, reinforcement, and extension activities; the use of manipulatives, hands-on learning activities, peer and cross-grade level tutors, second language acquisition techniques and opportunities to use technology to reinforce skills and concepts. Homework assignments are standards-based and designed for practice and reinforcement of skills taught at all grade levels.

The focus on teaching for understanding includes providing students with varied opportunities to transfer skills and standards to reports, projects and presentations. These assignments provide age appropriate application of standards and serve as authentic assessments for integrated standards. Additionally, students participate in a number of field trips and simulations that connect the curriculum to the community and provide opportunities for real world applications.

Based on research that emphasizes the benefits of early intervention, remedial programs are focused on primary grade students. The five kindergarten teachers provide supplemental instruction to at risk students. First and second grade students experience one on one instruction through a Reading Intervention Program. Third through sixth grade students performing two or more years below grade level receive additional instruction designed to correct reading deficiencies in the areas of comprehension, phonics and fluency. (As outlined in Section V, Part 2.)

5. Professional Development

The Hollow Hills Professional Development Plan is determined by the needs identified and addressed in the Single Plan for Student Achievement. As described in the "Use of Assessment Results," a staff development day is utilized to review and analyze data. This analysis of data serves as the basis for developing School Improvement goals. The current staff development plan relates to our goals to improve student performance in reading comprehension and writing.

Over the past few months all of the teachers in grades 2 through 6 have participated in the Six Trait Writing training through the school district. This method uses literature and modeling to teach and evaluate writing. Teachers plan for implementation of these strategies in grade level teams. In addition, two staff development days in January focused on the continued implementation of the new language arts materials. The activities included cross grade level articulation on the scope and sequence of the program, grade level implementation sessions with publisher consultants, and the analysis of student writing samples to determine student progress and future planning.

An additional emphasis for professional development has been on differentiated instruction for gifted and high achieving students. This emphasis is based on our large population of such students and a need to enhance the curriculum and instruction to meet their needs. A three-year plan has been initiated to have all teachers receive this training. To date 14 teachers have attended this four-day training and the remaining 9 are slated to participate in the 2005-06 school year. As a result of this training students are receiving increased differentiated instruction and exposure to higher level thinking skills and strategies.

Three teachers have also been trained as primary and intermediate math coaches for the school. They have participated in an ongoing, district-directed, comprehensive math staff development program intended to provide them with deeper mathematical understanding. With that accomplished, this process continues with ongoing quarterly staff development in effective teaching/learning strategies utilizing Marilyn Burns consultants. These math coaches are available to work with individual teachers on effective teaching/learning strategies related to mathematical concepts. These include suggesting resources, assisting with planning, providing demonstration lessons, and observing lessons and providing feedback.

Lastly, each Thursday the students are released early to allow for grade level planning. The teachers meet in grade level teams to assess student learning and plan for instruction. This collaboration provides ongoing professional development for the teachers which translates into improved achievement for the students.

PART VI – ASSESSMENT RESULTS

The tables on pages 13 - 22 report the results from California Standards Test, the state criterion referenced test. Data is available for three years in Mathematics and four years in English/Language Arts. The numbers represent the percent of students achieving at each of the five levels reported by the state. All percentages are cumulative, as requested. The cutpoint for the state of California is at the proficient level.

Student ranking is determined through the following process:

- The raw score, or number of correct items, is converted to a scaled score.
- The scaled scores are divided into ranges that identify the ranks of Far Below Basic, Below Basic, Basic, Proficient and Advanced.

Hollow Hills Fundamental School
California Standards Test – English Language Arts Grade 2

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
SCHOOL SCORES				
% Far Below Basic	101	--	--	--
% Below Basic	100	100	100	100
% At or Above Basic	92	99	93	96
% At or Above Proficient	65	76	61	65
% At Advanced	23	38	21	19
Number of students tested	93	98	84	98
Percent of total students tested	100%	100%	99%	99%
SUBGROUP SCORES				
1. White/Non-Hispanic				
% Far Below Basic	100	--	--	--
% Below Basic	99	100	100	100
% At or Above Basic	90	99	91	95
% At or Above Proficient	65	72	60	62
% At Advanced	24	35	23	20
Number of students tested	79	82	62	85
2. American Indian				
Number of students tested		1*	2*	1*
3. Asian				
Number of students tested	5*	10*	5*	6*
4. Pacific Islander				
Number of students tested				
5. Filipino				
Number of students tested		1*	2*	1*
6. Hispanic				
% Far Below Basic			--	
% Below Basic			--	
% At or Above Basic			100	
% At or Above Proficient			54	
% At Advanced			27	
Number of students tested	8*	3*	11	5*
7. African American				
Number of students tested	1*	1*	2*	
STATE SCORES				
% Far Below Basic	100	100	100	100
% Below Basic	87	87	85	85
% At or Above Basic	65	68	63	61
% At or Above Proficient	35	36	32	32
% At Advanced	12	12	9	10

* Aggregate data is not available for groups less than 11.

No students were alternatively accessed.

The students must achieve at Proficient or Advanced to meet California Standards.

Hollow Hills Fundamental School
California Standards Test – English Language Arts Grade 3

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
SCHOOL SCORES				
% Far Below Basic	100	100	--	--
% Below Basic	99	98	100	100
% At or Above Basic	91	87	88	91
% At or Above Proficient	64	59	65	58
% At Advanced	27	18	16	13
Number of students tested	97	93	95	87
Percent of total students tested	100%	100%	100%	99%
SUBGROUP SCORES				
1. White/Non-Hispanic				
% Far Below Basic	99	100	--	--
% Below Basic	98	97	100	99
% At or Above Basic	91	86	88	92
% At or Above Proficient	61	57	64	58
% At Advanced	26	17	15	10
Number of students tested	82	70	82	67
2. American Indian				
Number of students tested		2*	1*	
3. Asian				
Number of students tested	10*	5*	6*	5*
4. Pacific Islander				
Number of students tested				
5. Filipino				
Number of students tested	1*	2*	1*	3*
6. Hispanic				
% Far Below Basic		--		
% Below Basic		100		
% At or Above Basic		83		
% At or Above Proficient		58		
% At Advanced		8		
Number of students tested	3*	12	5*	9*
7. African American				
Number of students tested	1*	2*		3*
STATE SCORES				
% Far Below Basic	100	100	101	99
% Below Basic	83	84	85	83
% At or Above Basic	61	63	62	59
% At or Above Proficient	30	33	34	30
% At Advanced	9	10	11	9

* Aggregate data is not available for groups less than 11

No students were alternatively accessed.

The students must achieve at Proficient or Advanced to meet California Standards.

Hollow Hills Fundamental School
California Standards Test – English Language Arts Grade 4

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April

SCHOOL SCORES

% Far Below Basic	--	--	--	--
% Below Basic	100	100	100	100
% At or Above Basic	98	97	99	98
% At or Above Proficient	72	73	67	72
% At Advanced	35	34	36	34
Number of students tested	95	96	90	90
Percent of total students tested	100%	100%	100%	98%

SUBGROUP SCORES

1. White/Non-Hispanic				
% Far Below Basic	--	--	--	--
% Below Basic	100	100	--	100
% At or Above Basic	97	98	100	98
% At or Above Proficient	71	73	68	74
% At Advanced	31	35	34	30
Number of students tested	70	81	68	66
2. American Indian				
Number of students tested	1*	1*		
3. Asian				
% Far Below Basic				--
% Below Basic				--
% At or Above Basic				99
% At or Above Proficient				81
% At Advanced				36
Number of students tested	8*	7*	6*	11
4. Pacific Islander				
Number of students tested	1*		1*	
5. Filipino				
Number of students tested	2*	1*	3*	3*
6. Hispanic				
% Far Below Basic	--			
% Below Basic	--			
% At or Above Basic	100			
% At or Above Proficient	73			
% At Advanced	27			
Number of students tested	11	6*	9*	6*
7. African American				
Number of students tested	2*		3*	4*

STATE SCORES

% Far Below Basic	100	100	101	100
% Below Basic	91	92	90	87
% At or Above Basic	73	74	71	66
% At or Above Proficient	39	39	36	33
% At Advanced	16	15	14	11

* Aggregate data is not available for groups less than 11

No students were alternatively assessed.

The students must achieve at Proficient or Advanced to meet California Standards.

Hollow Hills Fundamental School
California Standards Test – English Language Arts Grade 5

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April

SCHOOL SCORES

% Far Below Basic	100	--	--	99
% Below Basic	99	100	100	97
% At or Above Basic	94	92	97	92
% At or Above Proficient	77	61	60	59
% At Advanced	41	16	20	23
Number of students tested	98	99	92	94
Percent of total students tested	100%	100%	99%	100%

SUBGROUP SCORES

1. White/Non-Hispanic				
% Far Below Basic	--	--	--	100
% Below Basic	100	100	100	99
% At or Above Basic	94	92	98	96
% At or Above Proficient	73	59	60	62
% At Advanced	38	13	17	26
Number of students tested	81	76	72	76
2. American Indian				
Number of students tested	1*	1*		2*
3. Asian				
% Far Below Basic			--	
% Below Basic			--	
% At or Above Basic			99	
% At or Above Proficient			66	
% At Advanced			16	
Number of students tested	8*	7*	12	9*
4. Pacific Islander				
Number of students tested		1*		
5. Filipino				
Number of students tested				
6. Hispanic				
Number of students tested	6*	8*	5*	6*
7. African American				
Number of students tested		3*	3*	1*

STATE SCORES

% Far Below Basic	100	101	100	100
% Below Basic	87	90	91	88
% At or Above Basic	71	72	71	66
% At or Above Proficient	40	36	31	28
% At Advanced	16	10	9	7

* Aggregate data is not available for groups less than 11

No students were alternatively accessed.

The students must achieve at Proficient or Advanced to meet California Standards.

Hollow Hills Fundamental School
California Standards Test – English Language Arts Grade 6

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
SCHOOL SCORES				
% Far Below Basic	--	--	100	100
% Below Basic	--	100	99	99
% At or Above Basic	100	99	92	97
% At or Above Proficient	68	71	62	74
% At Advanced	32	35	17	20
Number of students tested	94	81	89	91
Percent of total students tested	100%	100%	100%	100%
SUBGROUP SCORES				
1. White/Non-Hispanic				
% Far Below Basic	--	--	99	100
% Below Basic	--	--	98	99
% At or Above Basic	100	100	93	96
% At or Above Proficient	66	74	61	73
% At Advanced	30	37	20	19
Number of students tested	70	59	75	74
2. American Indian				
Number of students tested	1*		2*	
3. Asian				
Number of students tested	7*	9*	7*	8*
4. Pacific Islander				
Number of students tested	1*			
5. Filipino				
Number of students tested	3*	3*		1*
6. Hispanic				
Number of students tested	10*	7*	4*	5*
7. African American				
Number of students tested	2*	3*	1*	3*
STATE SCORES				
% Far Below Basic	101	100	100	100
% Below Basic	91	87	85	87
% At or Above Basic	72	71	66	67
% At or Above Proficient	36	36	30	31
% At Advanced	12	13	9	8

* Aggregate data is not available for groups less than 11

No students were alternatively accessed.

The students must achieve at Proficient or Advanced to meet California Standards.

Hollow Hills Fundamental School
California Standards Test – Mathematics Grade 2

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	
SCHOOL SCORES				
% Far Below Basic	--	--	--	
% Below Basic	100	100	99	
% At or Above Basic	98	99	95	
% At or Above Proficient	86	93	80	
% At Advanced	42	59	38	
Number of students tested	93	98	85	
Percent of total students tested	100%	100%	100%	
SUBGROUP SCORES				
1. White/Non-Hispanic				
% Far Below Basic	--	--	--	
% Below Basic	101	--	100	
% At or Above Basic	98	100	97	
% At or Above Proficient	85	94	78	
% At Advanced	41	57	43	
Number of students tested	79	82	63	
2. American Indian				
Number of students tested		1*	2*	
3. Asian				
Number of students tested	5*	10*	5*	
4. Pacific Islander				
Number of students tested				
5. Filipino				
Number of students tested		1*	2*	
6. Hispanic				
% Far Below Basic			--	
% Below Basic			100	
% At or Above Basic			82	
% At or Above Proficient			73	
% At Advanced			27	
Number of students tested	8*	3*	11	
7. African American				
Number of students tested	1*	1*	2*	
STATE SCORES				
% Far Below Basic	101	101	100	
% Below Basic	96	96	92	
% At or Above Basic	76	76	68	
% At or Above Proficient	51	53	43	
% At Advanced	23	24	16	

NO DATA AVAILABLE

* Aggregate data is not available for groups less than 11

No students were alternatively accessed.

The students must achieve at Proficient or Advanced to meet California Standards.

Hollow Hills Fundamental School
California Standards Test – Mathematics Grade 3

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	
SCHOOL SCORES				
% Far Below Basic	--	--	--	
% Below Basic	99	100	99	
% At or Above Basic	96	92	93	
% At or Above Proficient	83	66	63	
% At Advanced	42	37	13	
Number of students tested	97	93	95	
Percent of total students tested	100%	100%	100%	
SUBGROUP SCORES				
1. White/Non-Hispanic				
% Far Below Basic	--	--	--	
% Below Basic	99	101	99	
% At or Above Basic	97	92	92	
% At or Above Proficient	84	63	62	
% At Advanced	38	38	11	
Number of students tested	82	70	82	
2. American Indian				
Number of students tested		2*	1*	
3. Asian				
Number of students tested	10*	5*	6*	
4. Pacific Islander				
Number of students tested				
5. Filipino				
Number of students tested	1*	2*	1*	
6. Hispanic				
% Far Below Basic		--		
% Below Basic		100		
% At or Above Basic		92		
% At or Above Proficient		67		
% At Advanced		42		
Number of students tested	3*	12	5*	
7. African American				
Number of students tested	1*	2*		
STATE SCORES				
% Far Below Basic	100	101	100	
% Below Basic	96	94	91	
% At or Above Basic	73	71	65	
% At or Above Proficient	48	46	38	
% At Advanced	21	19	12	

NO DATA AVAILABLE

* Aggregate data is not available for groups less than 11

No students were alternatively accessed.

The students must achieve at Proficient or Advanced to meet California Standards.

Hollow Hills Fundamental School
California Standards Test – Mathematics Grade 4

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	
SCHOOL SCORES				
% Far Below Basic	--	--	--	
% Below Basic	100	100	100	
% At or Above Basic	96	95	93	
% At or Above Proficient	76	76	52	
% At Advanced	36	28	17	
Number of students tested	95	96	90	
Percent of total students tested	100%	100%	100%	
SUBGROUP SCORES				
1. White/Non-Hispanic				
% Far Below Basic	--	--	--	
% Below Basic	100	100	100	
% At or Above Basic	94	95	92	
% At or Above Proficient	75	74	54	
% At Advanced	34	25	10	
Number of students tested	70	81	68	
2. American Indian				
Number of students tested	1*	1*		
3. Asian				
Number of students tested	8*	7*	6*	
4. Pacific Islander				
Number of students tested	1*		1*	
5. Filipino				
Number of students tested	2*	1*	3*	
6. Hispanic				
% Far Below Basic	--			
% Below Basic	--			
% At or Above Basic	99			
% At or Above Proficient	63			
% At Advanced	36			
Number of students tested	11	6*	9*	
7. African American				
Number of students tested	2*		3*	
STATE SCORES				
% Far Below Basic	100	100	100	
% Below Basic	97	93	93	
% At or Above Basic	73	72	67	
% At or Above Proficient	45	45	37	
% At Advanced	18	18	13	

NO DATA AVAILABLE

* Aggregate data is not available for groups less than 11.

No students were alternatively assessed.

The students must achieve at Proficient or Advanced to meet California Standards.

Hollow Hills Fundamental School
California Standards Test – Mathematics Grade 5

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	
SCHOOL SCORES				
% Far Below Basic	--	99	100	
% Below Basic	100	98	97	
% At or Above Basic	93	81	74	
% At or Above Proficient	63	54	46	
% At Advanced	15	20	4	
Number of students tested	98	99	93	
Percent of total students tested	100%	100%	99%	
SUBGROUP SCORES				
1. White/Non-Hispanic				
% Far Below Basic	--	99	100	
% Below Basic	99	98	98	
% At or Above Basic	92	84	75	
% At or Above Proficient	60	56	46	
% At Advanced	12	17	4	
Number of students tested	81	76	72	
2. American Indian				
Number of students tested	1*	1*		
3. Asian				
% Far Below Basic			--	
% Below Basic			99	
% At or Above Basic			91	
% At or Above Proficient			66	
% At Advanced			8	
Number of students tested	8*	7*	12	
4. Pacific Islander				
Number of students tested		1*		
5. Filipino				
Number of students tested	2*	3*	1*	
6. Hispanic				
Number of students tested	6*	8*	5*	
7. African American				
Number of students tested		3*	3*	
STATE SCORES				
% Far Below Basic	100	100	99	
% Below Basic	90	87	90	
% At or Above Basic	65	61	59	
% At or Above Proficient	38	35	29	
% At Advanced	12	10	7	

NO DATA AVAILABLE

* Aggregate data is not available for groups less than 11

No students were alternatively assessed.

The students must achieve at Proficient or Advanced to meet California Standards.

Hollow Hills Fundamental School
California Standards Test – Mathematics Grade 6

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	
SCHOOL SCORES				NO DATA AVAILABLE
% Far Below Basic	--	100	--	
% Below Basic	100	99	100	
% At or Above Basic	94	93	90	
% At or Above Proficient	64	62	60	
% At Advanced	34	19	8	
Number of students tested	94	81	89	
Percent of total students tested	100%	100%	100%	
SUBGROUP SCORES				
1. White/Non-Hispanic				
% Far Below Basic	--	--	--	
% Below Basic	99	99	99	
% At or Above Basic	95	96	91	
% At or Above Proficient	65	64	61	
% At Advanced	31	15	9	
Number of students tested	70	59	75	
2. American Indian				
Number of students tested	1*		2*	
3. Asian				
Number of students tested	7*	9*	7*	
4. Pacific Islander				
Number of students tested				
5. Filipino				
Number of students tested	2*	3*		
6. Hispanic				
Number of students tested	10*	7*	4*	
7. African American				
Number of students tested	2*	3*	1*	
STATE SCORES				
% Far Below Basic	100	100	99	
% Below Basic	93	92	91	
% At or Above Basic	66	64	62	
% At or Above Proficient	35	34	32	
% At Advanced	12	10	10	

* Aggregate data is not available for groups less than 11

No students were alternatively accessed.

The students must achieve at Proficient or Advanced to meet California Standards.